

# WE ARE all BORN FREE



PARAVION

Continúa  
el agua no informa, en cambio  
abunda.  
Tiene el agua, que cuenta  
con la  
agua, sea herida y la  
unige reconciliado, en may  
los, vete guiado.  
Quiero de memoria, a la casa  
barricada. Sin fin.



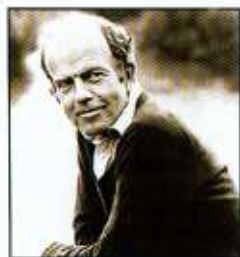
The Universal  
Declaration of Human  
Rights in Pictures

in association with  
Amnesty International

RED  
HOUSE



## Meet the Artists



Article 1 & 2 – **John Burningham** has enjoyed international acclaim since his first book, *Borka: The Adventures of a Goose With No Feathers* won the Kate Greenaway Medal. He lives with his family in London.



Article 3 – **Niki Daly** is a renowned illustrator and writer who lives in Cape Town, South Africa. He has won many awards for his work that celebrates life and the on-going changes in his country.



Article 4 – **Korky Paul** was born in Zimbabwe and studied Fine Arts. Known only to himself as the 'World's Greatest Portrait Artist', Korky visits schools promoting his passion for drawing. He lives in Oxford.



Article 5 – **Jane Ray** is the illustrator of many distinguished and internationally-acclaimed picture books. She enjoys music, reading and gardening, and lives in North London with her husband, three children and two cats.



Article 6 – **Marie-Louise Fitzpatrick** is an award-winning Irish author/illustrator living in Dublin. Her books include *Silly Mummy*, *Silly Daddy*, *Iszy and Skunk* and *I'm a Tiger Too*.



Article 7 – **Jan Spivey Gilchrist** is an award-winning artist who has been inducted into the National Literary Hall of Fame for Writers of African Descent. She lives in the USA.



Article 8 – **Ole Könnecke** is a German author who grew up in Sweden. He began to draw while studying German Philology. He lives in Hamburg, Germany.



Article 9 – **Piet Grobler** grew up on a farm in the Limpopo province of South Africa. He now lives in Stellenbosch, and his work is published throughout the world.



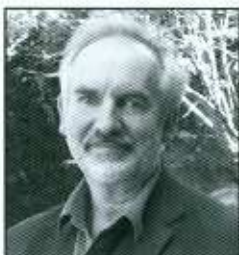
Article 10 – **Fernando Vilela** is an award-winning Brazilian artist, designer, author and illustrator. He lives in São Paulo. His books include *The Great Snake: Stories from the Amazon*.



Article 11 – **Polly Dunbar** has written and illustrated many stories for children. Her book *Penguin* won the Silver Medal in the Nestlé Children's Book Prize. When she is not drawing, she likes to make puppets.



Article 12 – **Bob Graham**, Australia's leading picture-book artist, has written and illustrated many children's stories including *Rose Meets Mr Wintergarten*, *Buffy*, *'Let's Get a Pup!'* and its sequel, *'The Trouble with Dogs!'* He has won the Nestlé Children's Book Prize for *Max*, the Kate Greenaway Medal for *Jethro Byrde*, *Fairy Child*, and the Australian Children's Book of the Year Award four times.



Article 13 – **Alan Lee** has had a lifelong fascination with myths and fantasy. In addition to his award-winning books, he worked for 6 years on designs for the *Lord of the Rings* film trilogy.



Article 14 – **Hong Sung Dam** is an artist from South Korea. He was put in prison and tortured for his paintings and was an Amnesty International 'prisoner of conscience'. He was freed after about 4 years.



Article 15 – **Frané Lessac** lives in Western Australia. In her books she aims to inspire children to learn about their own unique heritage using words and pictures.

# WE are all BORN FREE




The Universal Declaration  
of Human Rights in Pictures



 **tara**BOOKS

In Association with  **Amnesty  
International**









## What are Human Rights?




You may have heard the phrase 'Human Rights' before, but you've probably never connected it to yourself. Some of you may have occasionally said that you have a 'right' to something – probably when you wanted to demand something from another person, which they absolutely must give you. So a 'right' is something that a person is entitled to, which cannot be taken away from them. Your rights protect you from being hurt or harmed. But if you have rights, so do others. Your rights can't be at the expense of other people. Rights are the same for everyone, and they are there to make sure that everyone is protected in the same way. We are all born free and equal – no matter how we look, where we are born, or whether we are rich or poor. The rights which protect us all equally are called Human Rights.



Rights also protect poor people and ordinary citizens from being ill-treated by powerful people, or their own governments and rulers. Such rights are called Civil Rights.



The surprising thing is that the idea of Human Rights didn't always exist. We have not always accepted that all people are free and equal. What we call the Declaration of Human Rights is a list of 30 rights brought out in 1948, by all the countries in the international organization called the United Nations. After the terrible Second World War of 1939-1945, people wanted to make sure that such







suffering never happened again. So all countries which were members of the UN signed this document, and agreed to accept it.

This book introduces you to the idea of Human Rights in an interesting way. The text is simple and tells you the facts, but it is the pictures which make you understand the idea clearly. When you listen to words, you may or may not understand completely what they mean. But when you look at pictures carefully, you will see that each of them tells a story – you look at a scene, at the characters and what they are doing, how they are dressed, and what they are up to. You imagine how it started, and how it will end. You read the words, and connect it to the scene. And then you will find that you have made sense of the idea in your own way, and it is a way you will not forget. There are 30 artists who have each drawn their own pictures to the words, and you will see how many ways there are of painting a set of ideas. You might like to draw your own pictures to the words.

In the end, you will have formed your idea of Human Rights, and how they are connected to daily life – to yours, to others like you, to people who are different from you, to countries and governments. Basically, rights are there to help us live together in peace and harmony. Knowing about them is important.









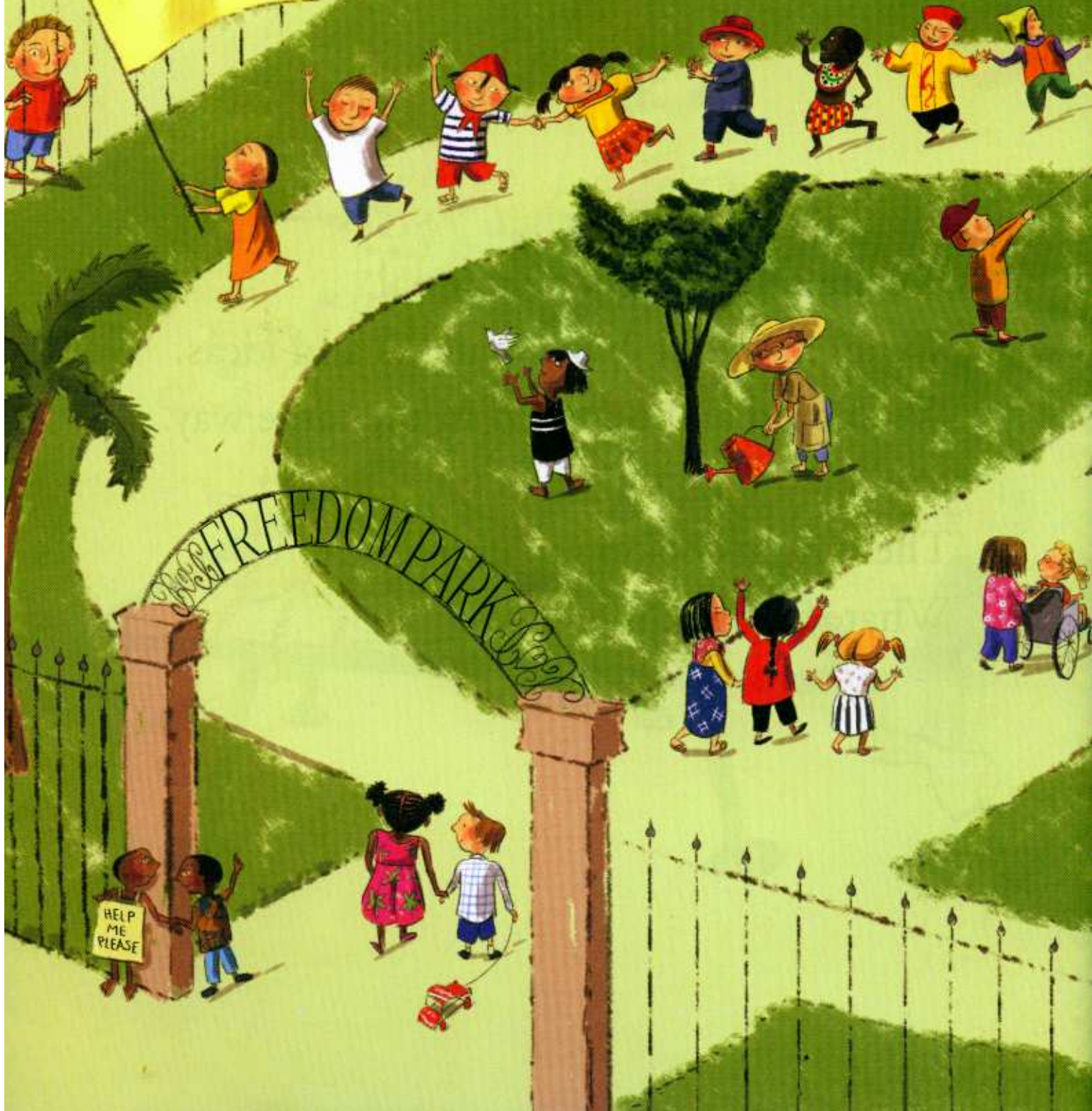
We are all born free and equal.  
We all have our own thoughts and ideas.  
We should all be treated in the same way.

These rights belong to everybody,  
Whatever our differences.

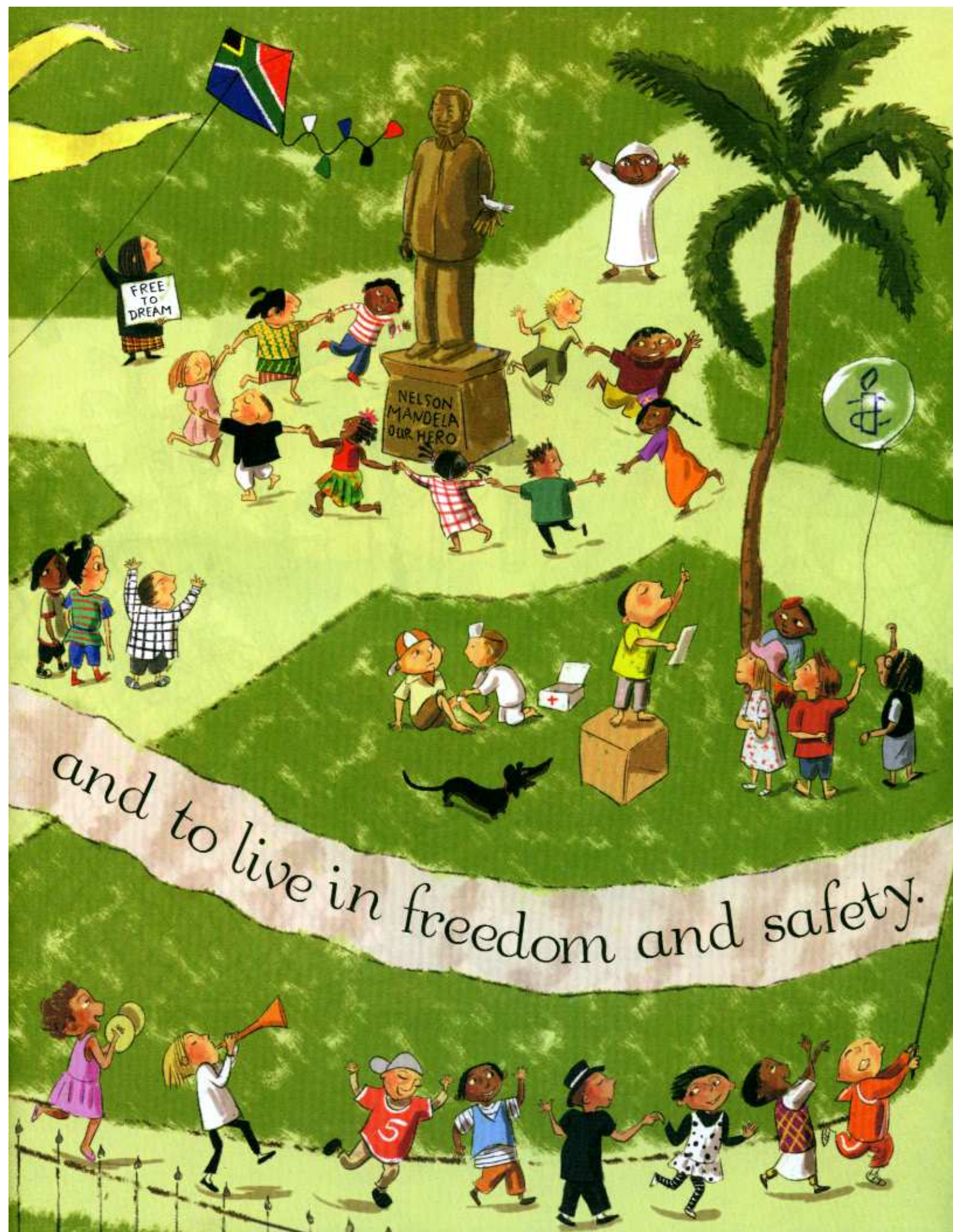




We all have the right to life.











Nobody has any right to  
**MAKE US A SLAVE.**





We cannot make  
ANYONE ELSE OUR SLAVE.

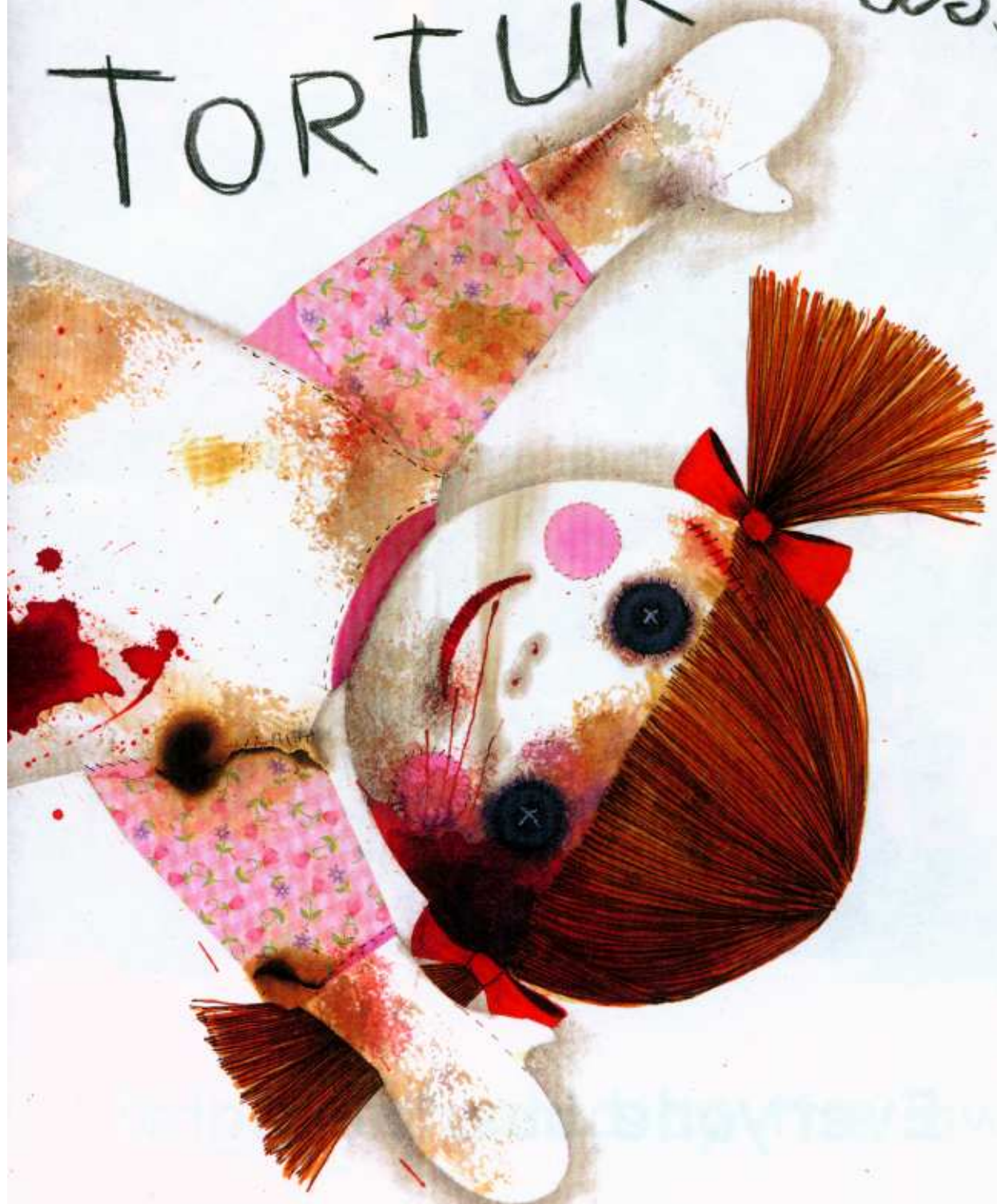


Nobody has any  
right to  
**HURT**  
us





or to  
TORTURE us.







**Everyone** has the right





to be protected by the law.



**THE LAW IS THE SAME FOR EVERYONE.  
IT MUST TREAT US ALL FAIRLY.**











WE CAN ALL ASK FOR THE LAW TO HELP US





WHEN WE ARE NOT TREATED FAIRLY.





Nobody has the right to put us in prison  
without a good reason, to keep us there  
or to send us away from our country.







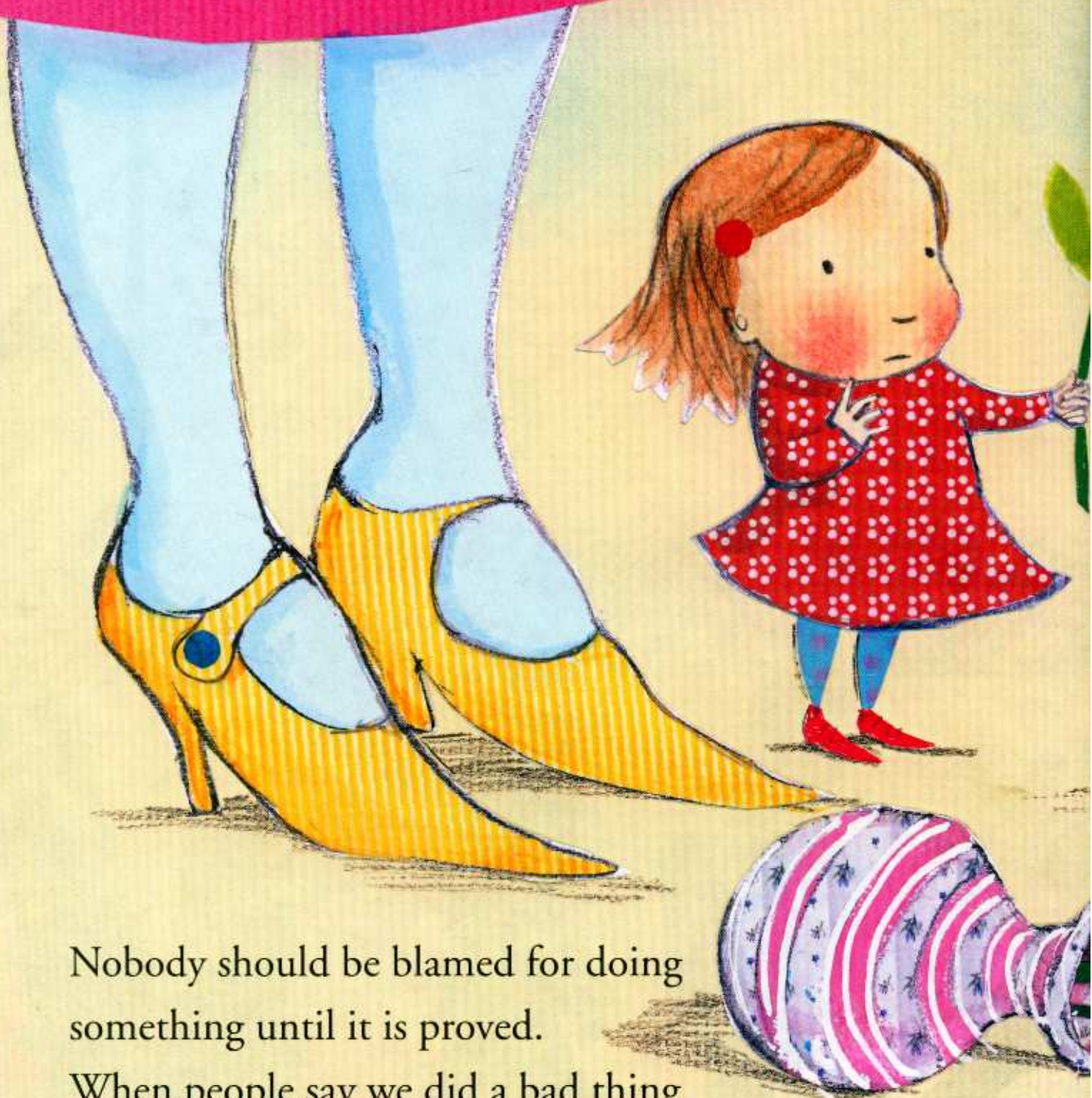


If we are put on trial, this should be in public.  
The people who try us should not let anyone  
tell them what to do.









Nobody should be blamed for doing  
something until it is proved.  
When people say we did a bad thing  
we have the right to show it is not true.

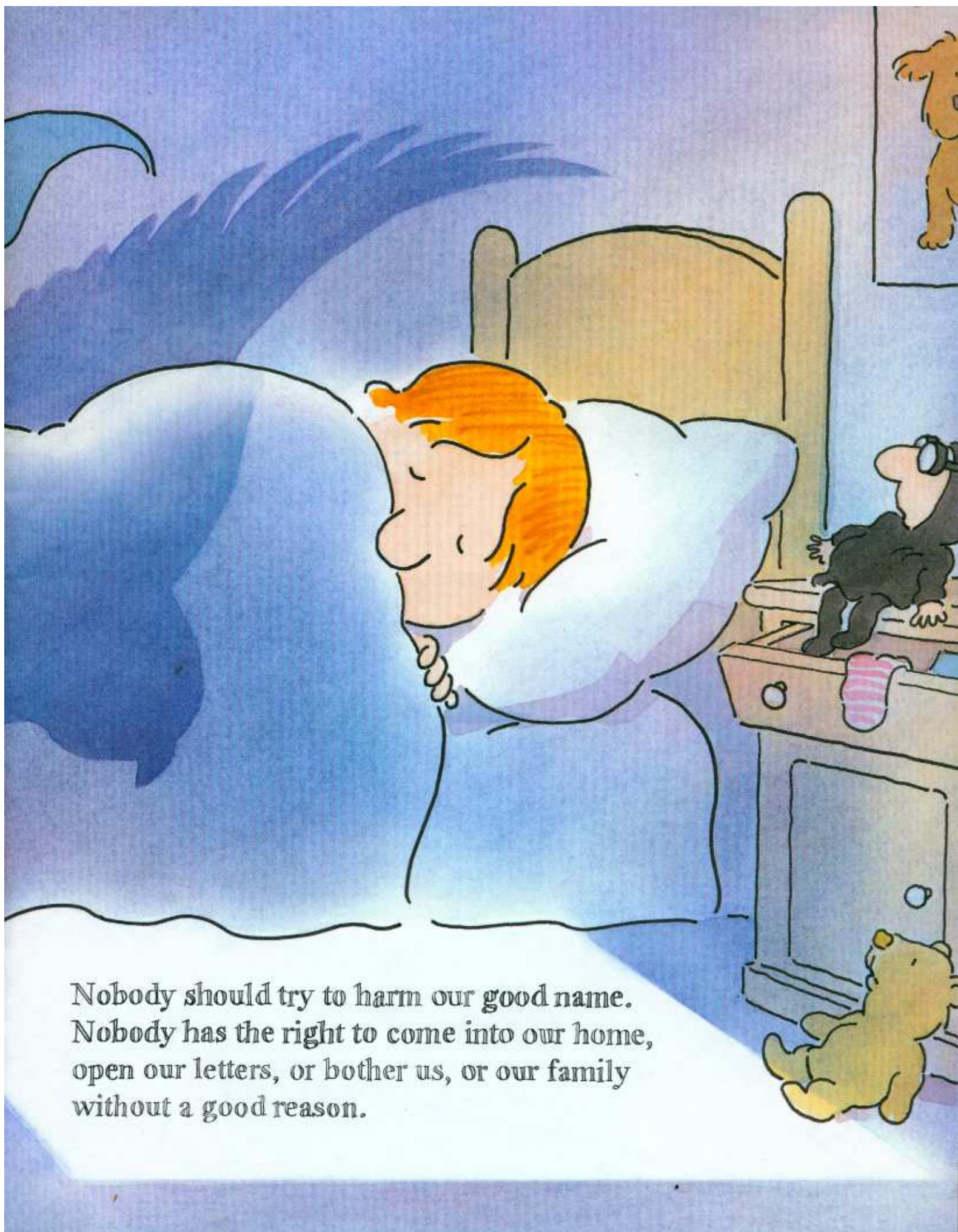






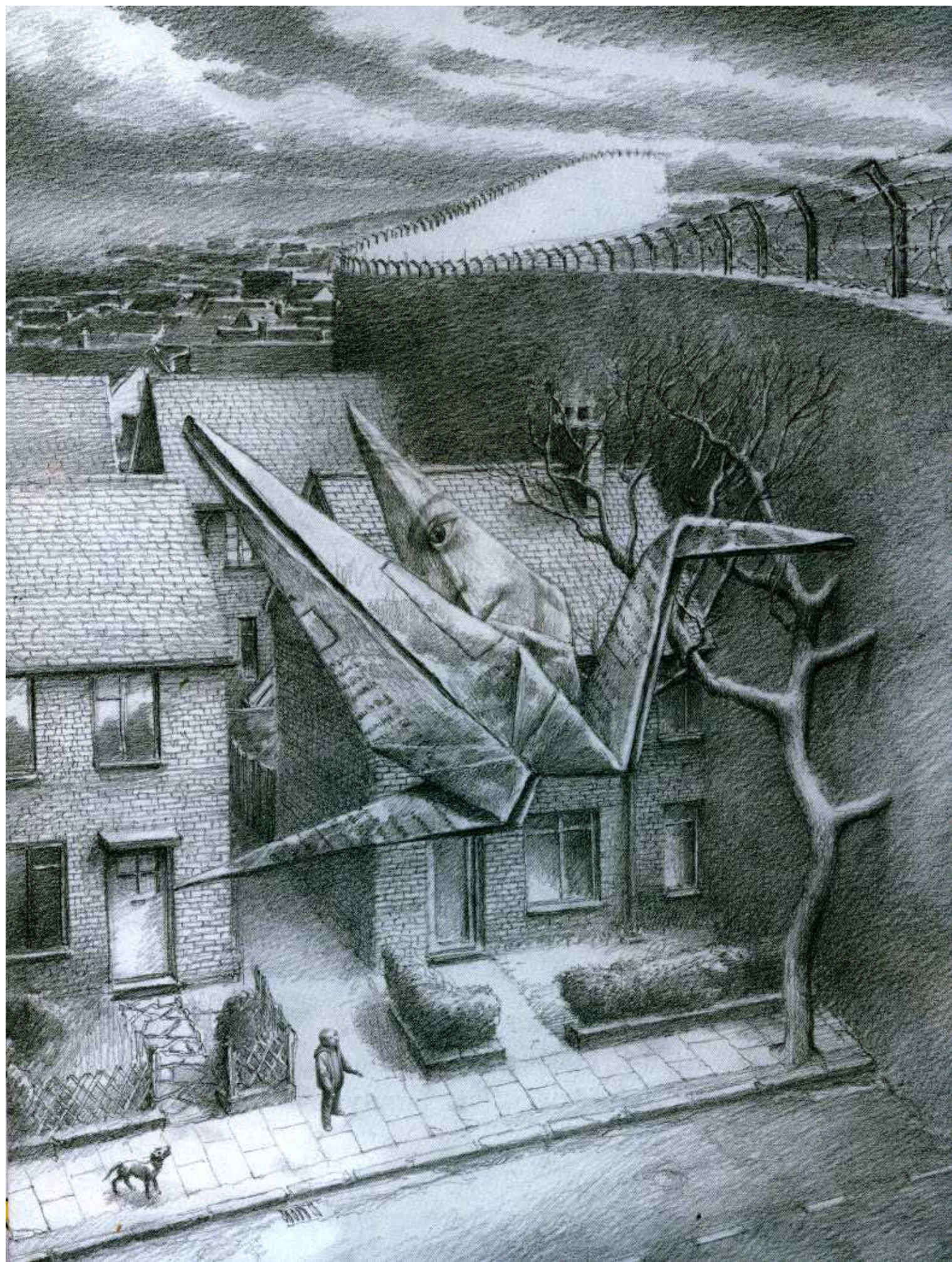




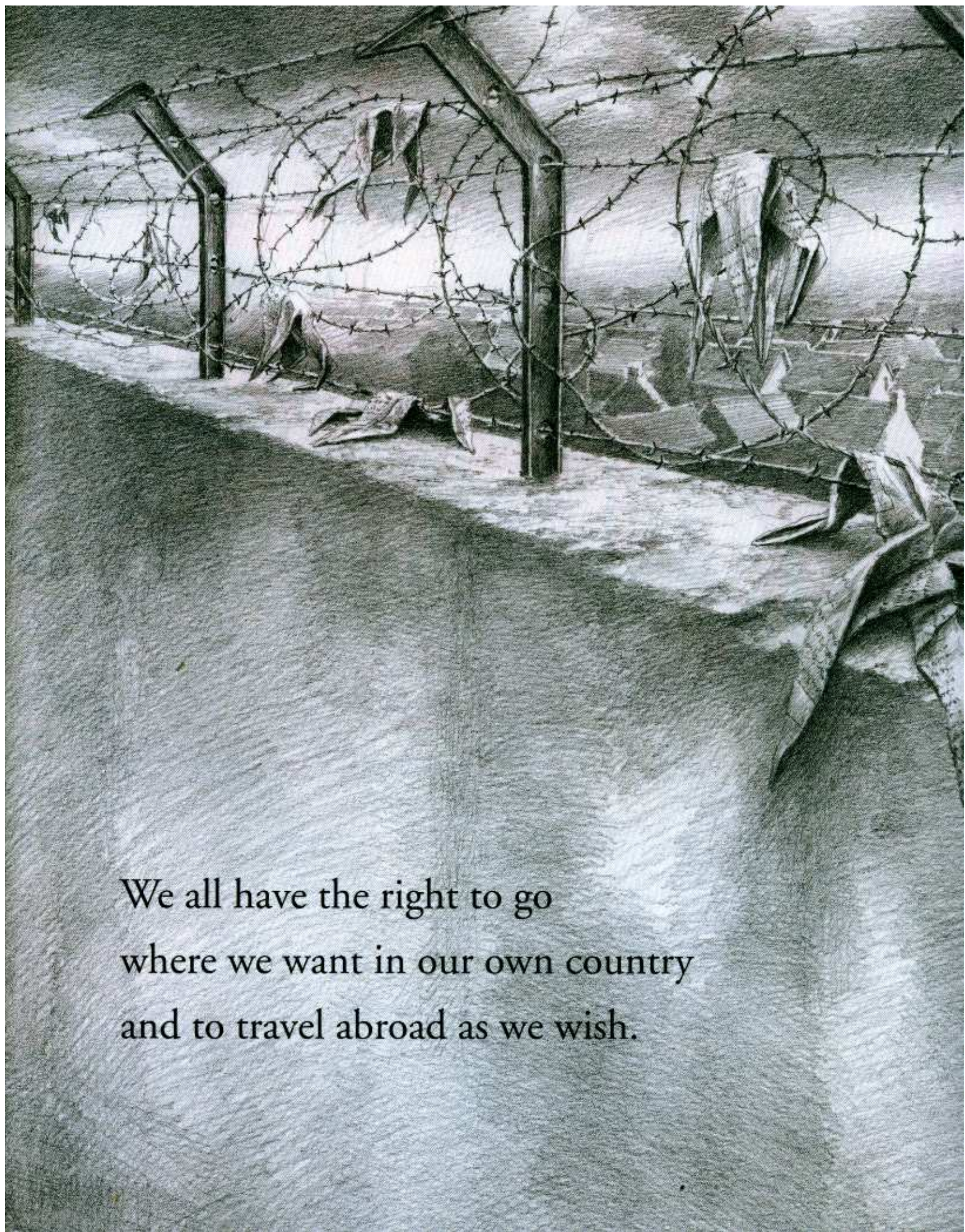


Nobody should try to harm our good name.  
Nobody has the right to come into our home,  
open our letters, or bother us, or our family  
without a good reason.



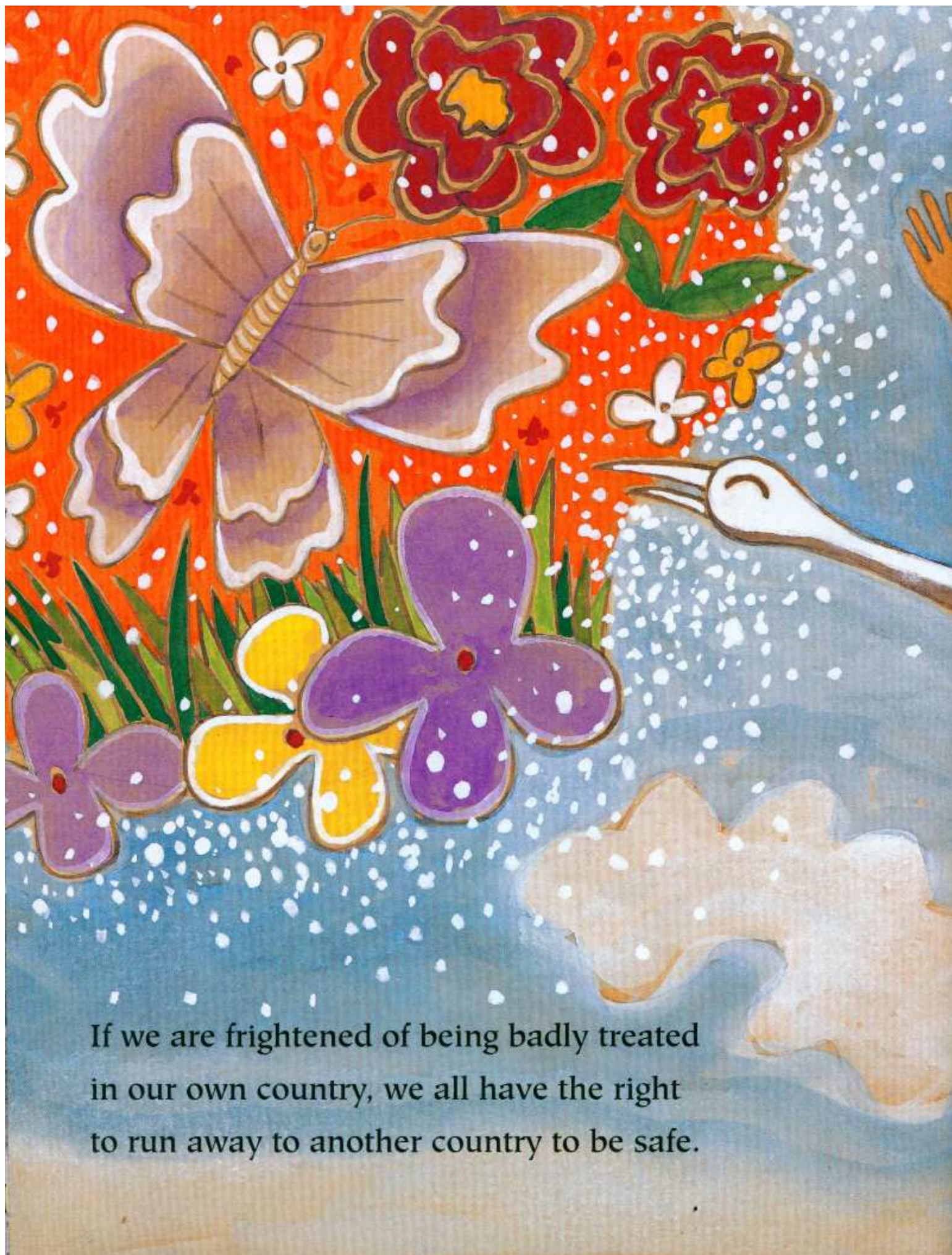






We all have the right to go  
where we want in our own country  
and to travel abroad as we wish.



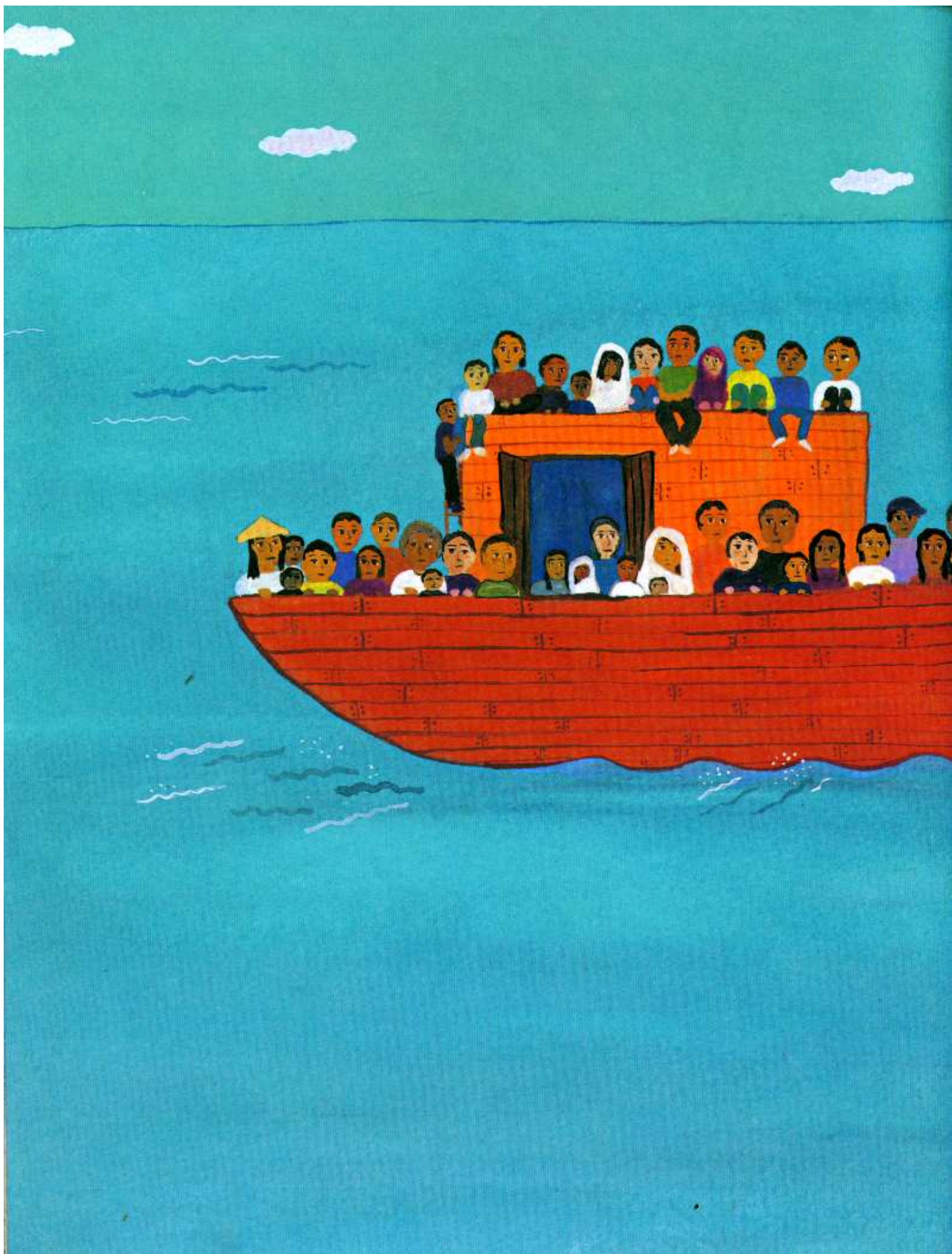


If we are frightened of being badly treated  
in our own country, we all have the right  
to run away to another country to be safe.

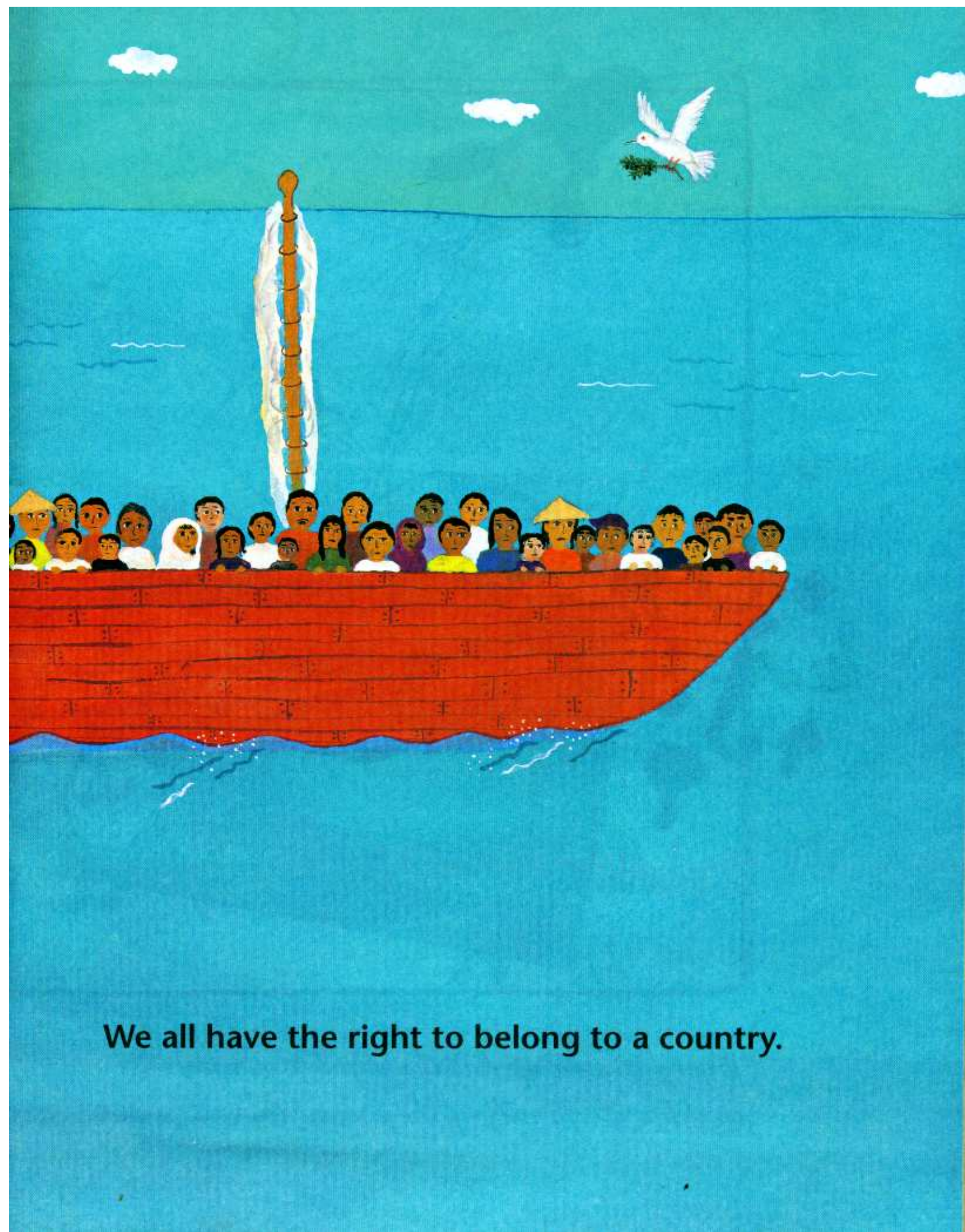












**We all have the right to belong to a country.**







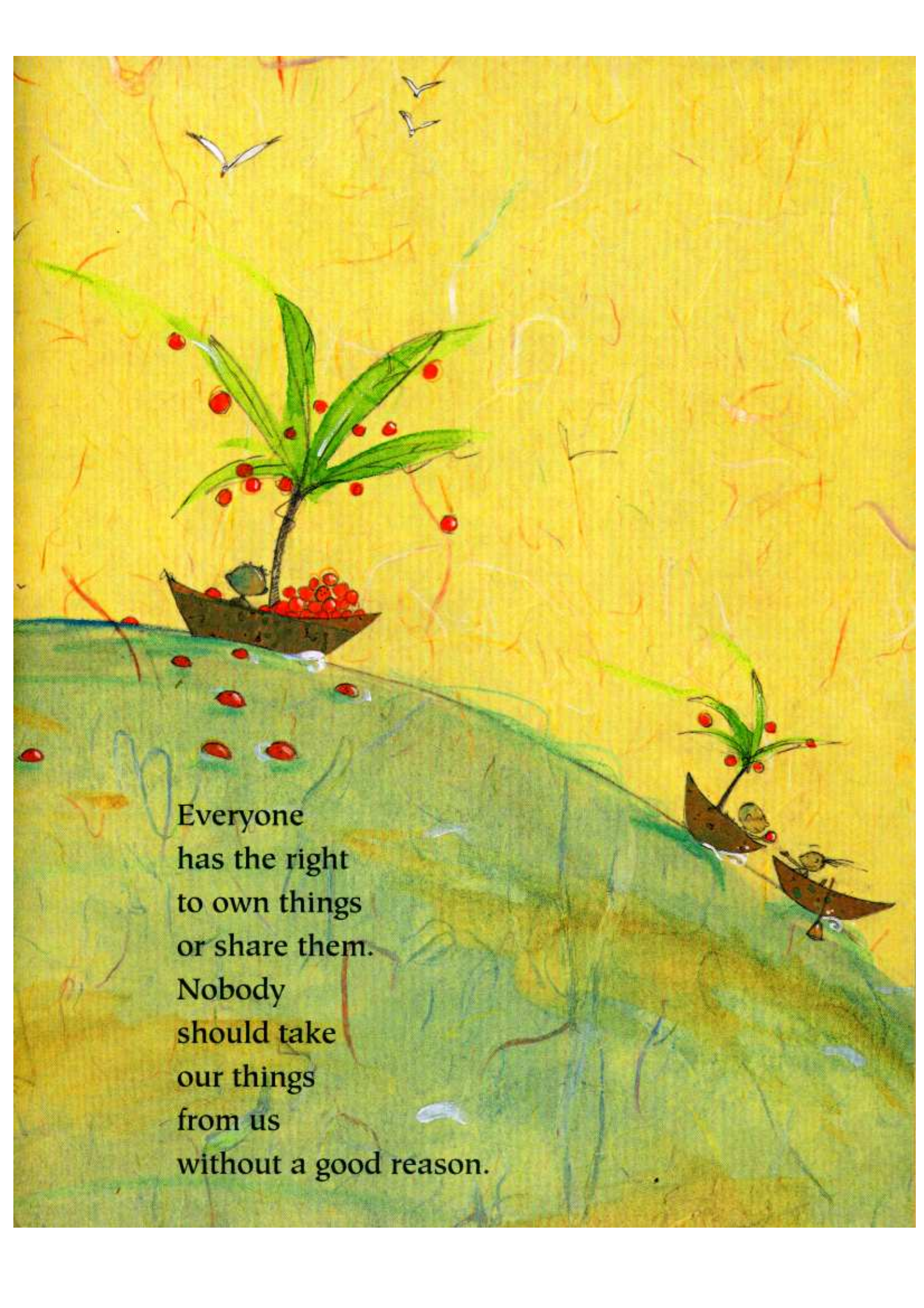


*Men and women have the same rights  
when they are married, and when they are separated.*



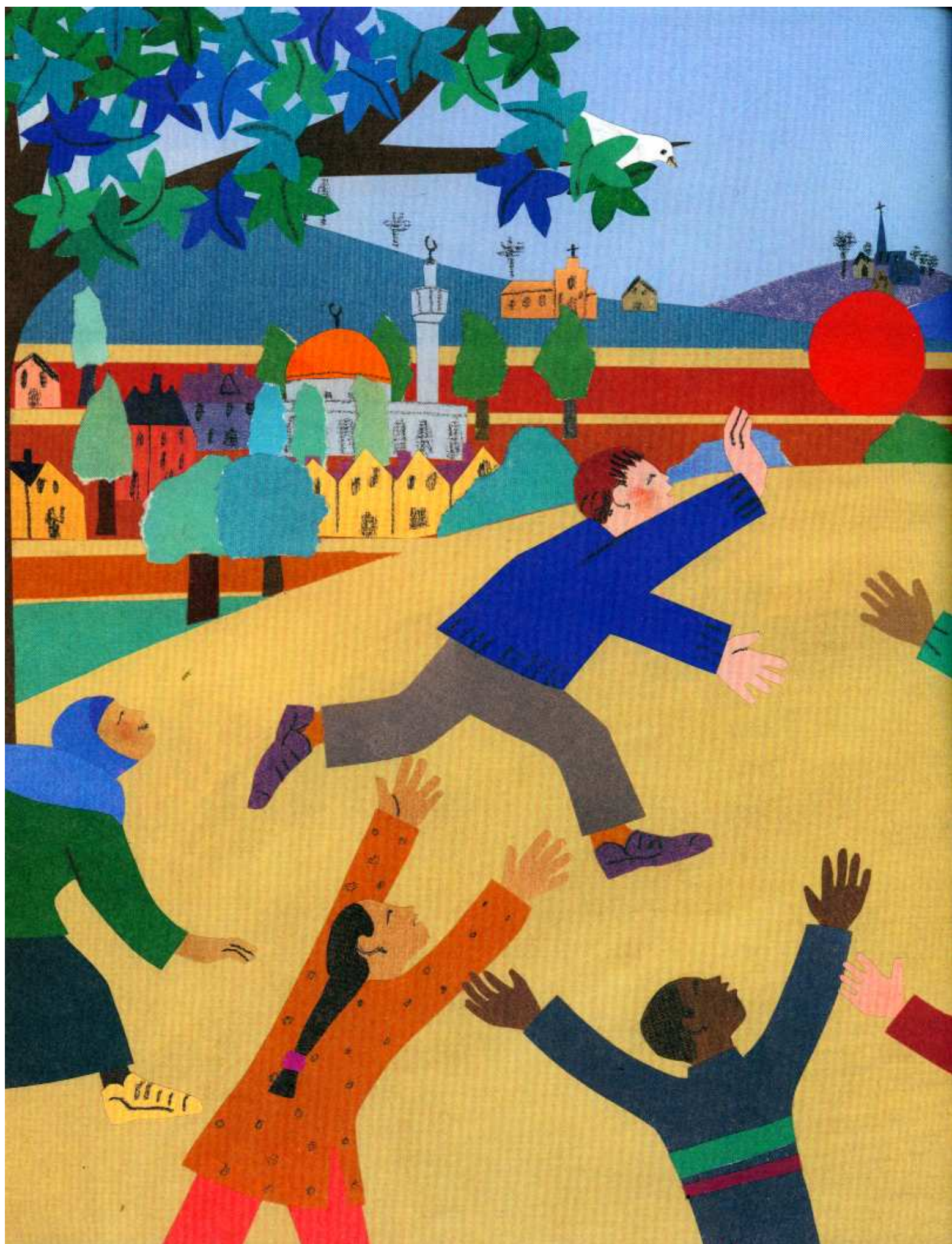






Everyone  
has the right  
to own things  
or share them.  
Nobody  
should take  
our things  
from us  
without a good reason.



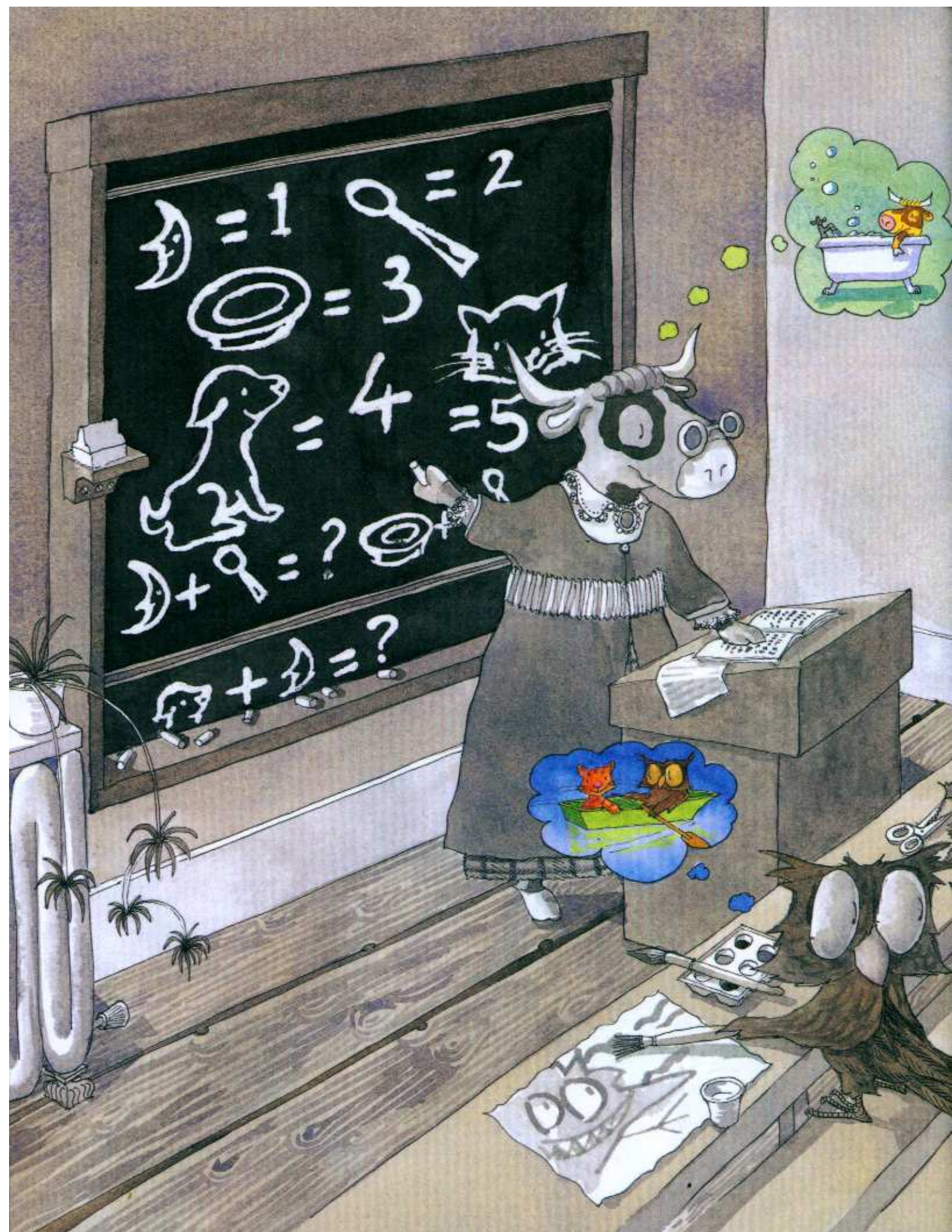




We all have the right to believe in whatever we like,  
to have a religion, and to change it if we wish.









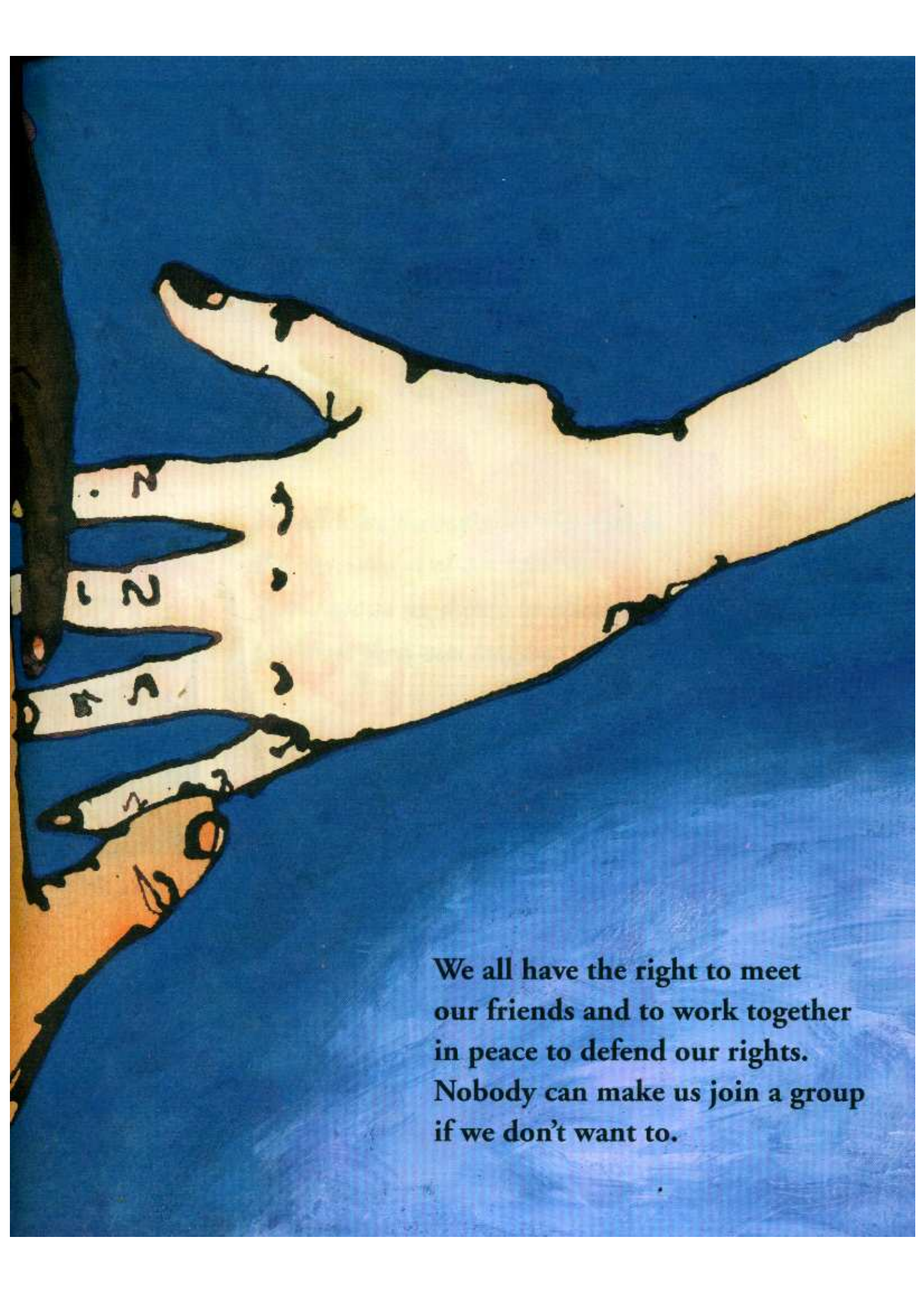
We all have the right to make up our own minds,  
to think what  
we like,  
to say what  
we think,  
and to share our ideas  
with other people.









A stylized illustration of a hand reaching out from the left side of the frame. The hand is rendered in a light beige or cream color with thick black outlines. The fingers are slightly spread, and the thumb is pointing upwards. The background is a deep blue with a textured, painterly quality. The overall style is graphic and expressive.

We all have the right to meet  
our friends and to work together  
in peace to defend our rights.  
Nobody can make us join a group  
if we don't want to.









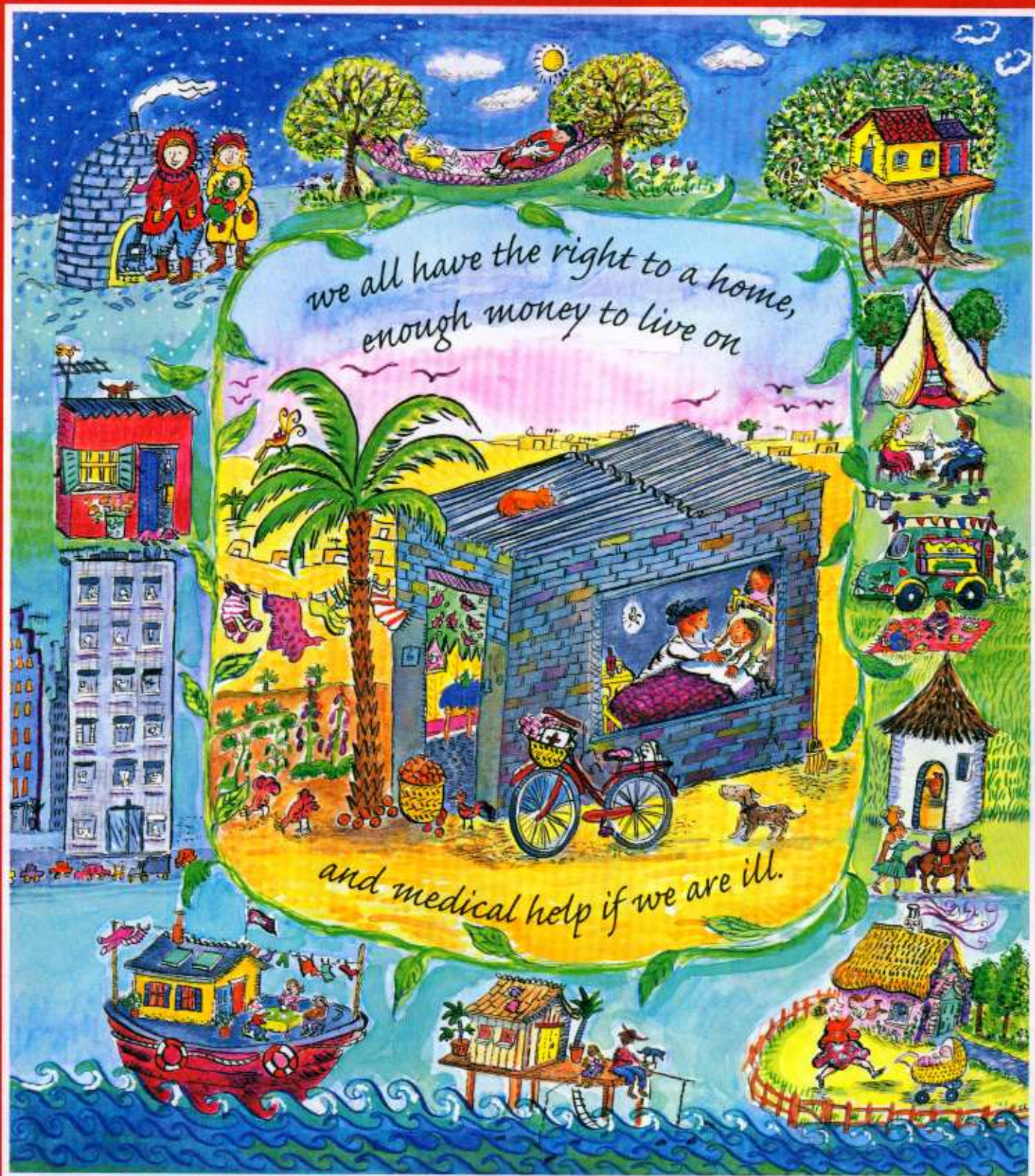
We all have the right to take part in  
the government of our country.  
Every grown up should be allowed  
to choose their own leaders.



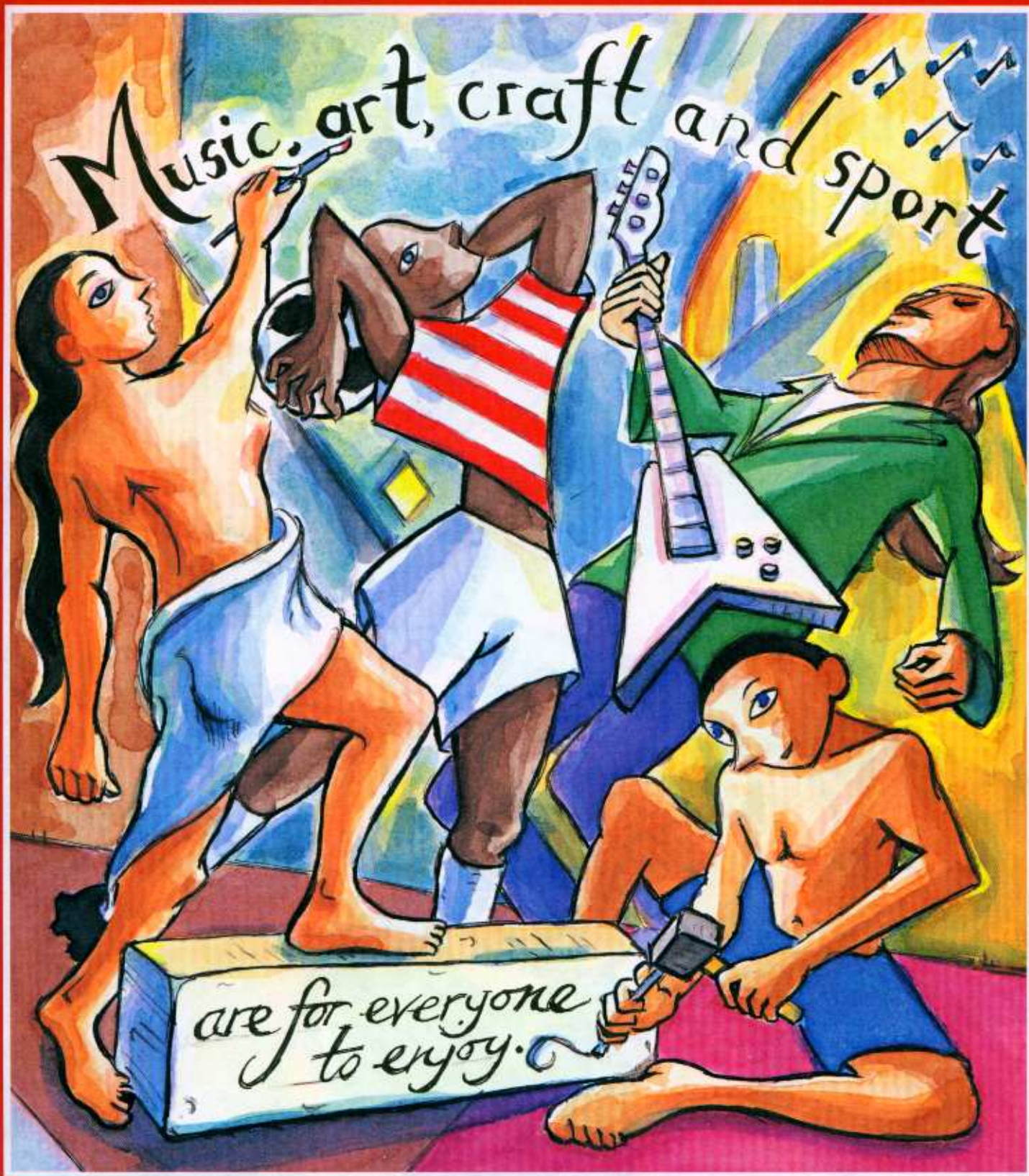
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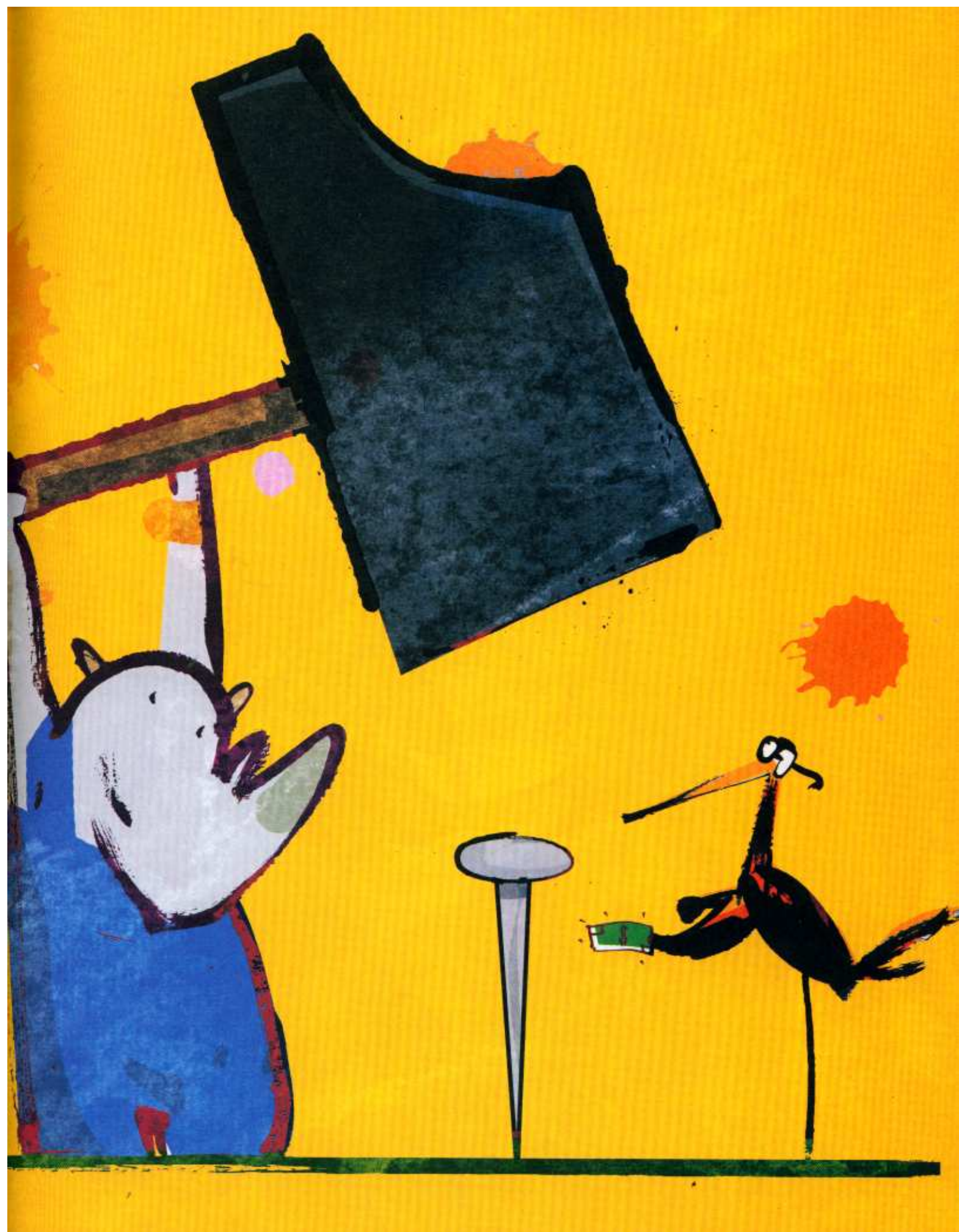




Every grown up has the right to a job,  
to a fair wage for their work,  
and to join a trade union.



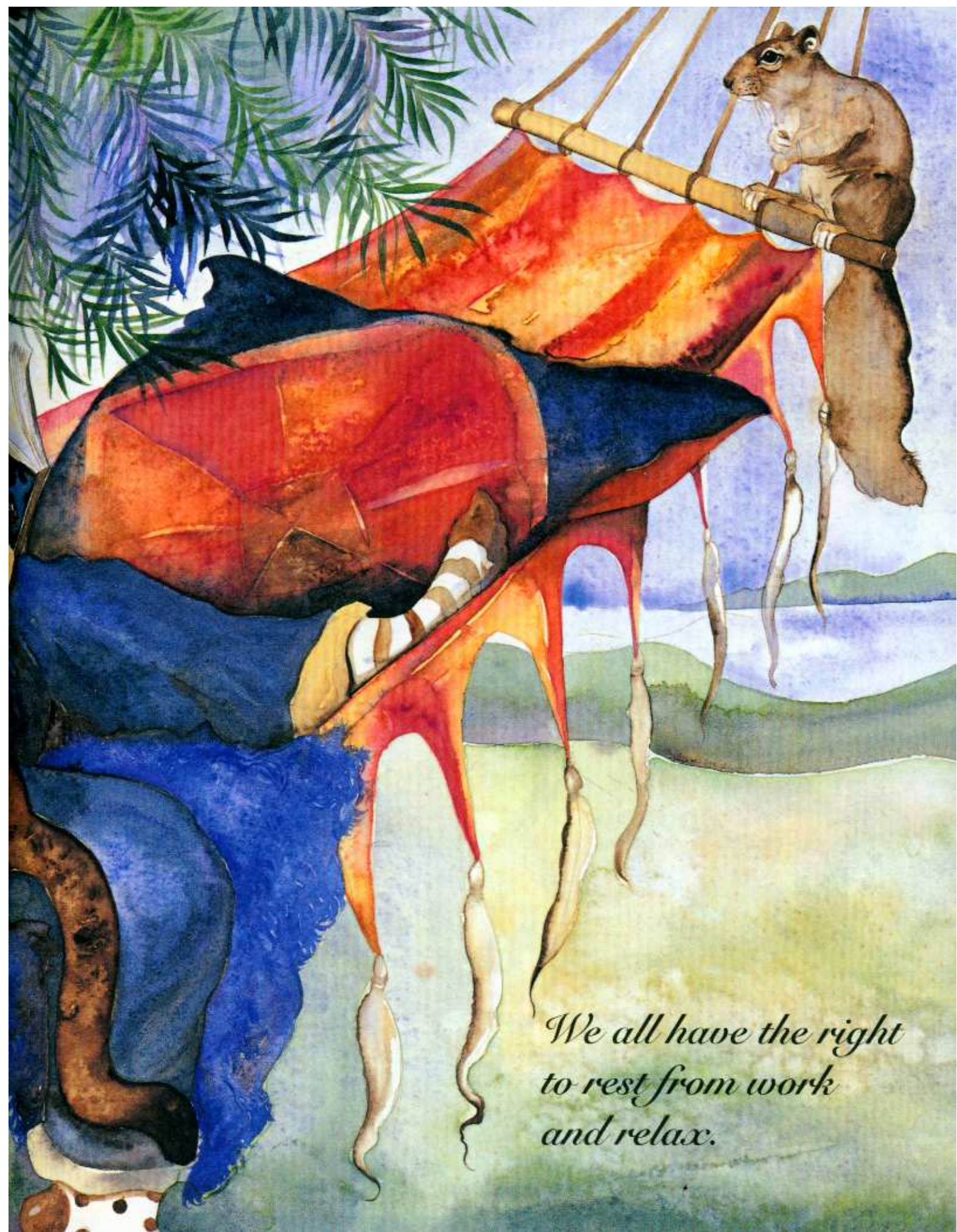












*We all have the right  
to rest from work  
and relax.*



We all have the right to a good life.  
Mothers and children  
and people who are old,  
unemployed or disabled  
have the right to be cared for.









mi Furst Dai at Skull

by Nigel



We all have a right to education and to finish primary school which should be free.



We should be able to learn a career or make use of all our skills.

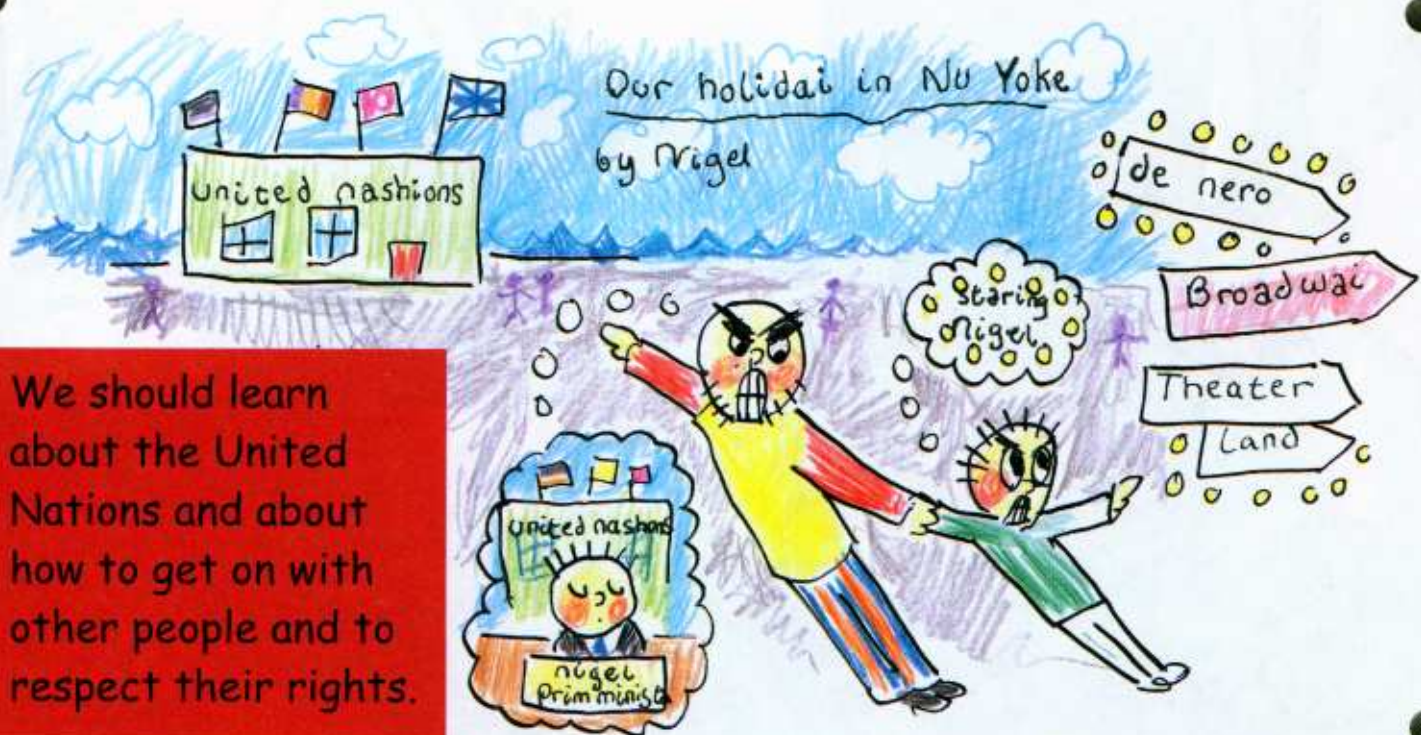




Our parents have the right to choose how and what we learn



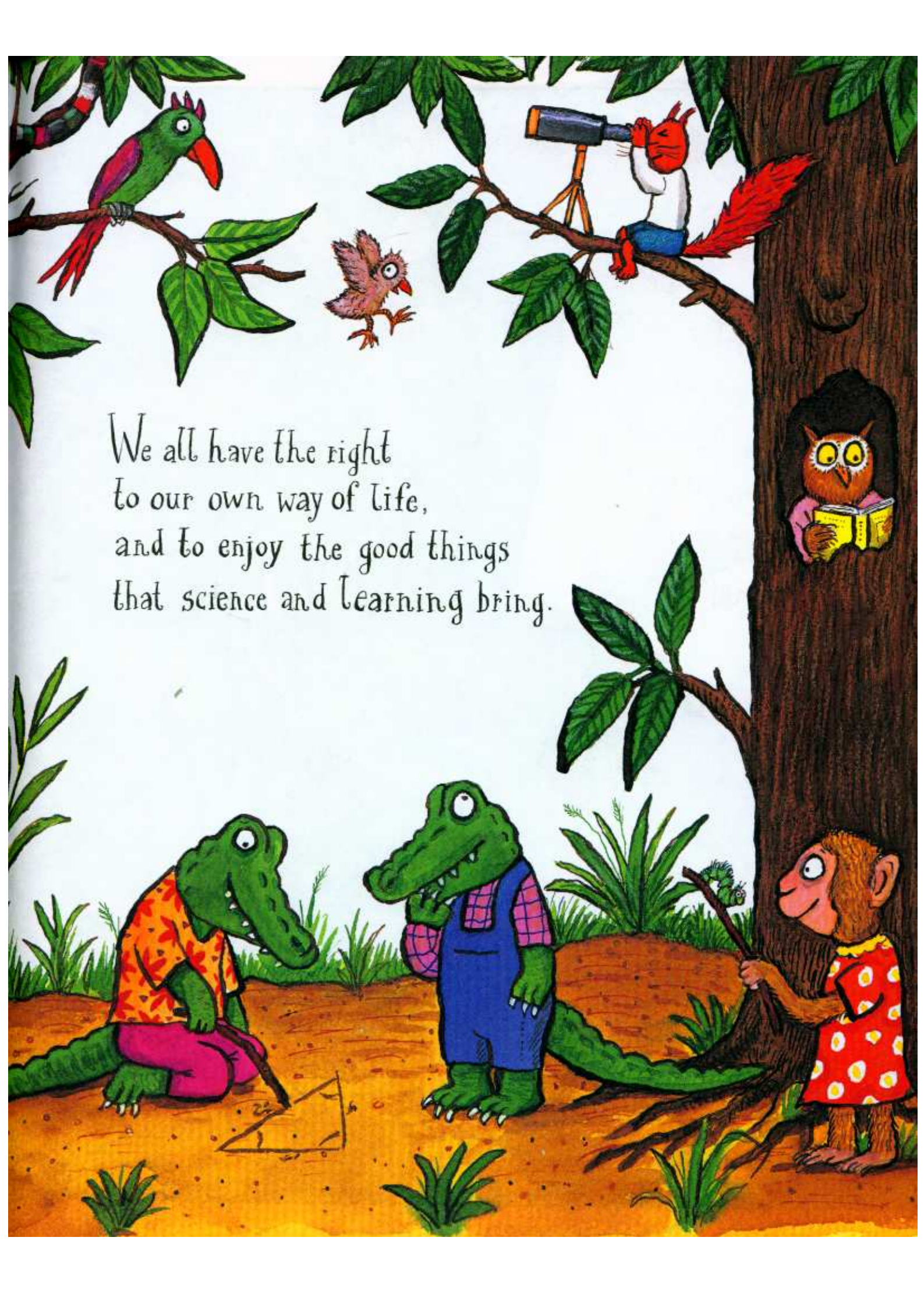
We should learn about the United Nations and about how to get on with other people and to respect their rights.











We all have the right  
to our own way of life,  
and to enjoy the good things  
that science and learning bring.



There must be  
proper order so we  
can all enjoy rights  
and freedoms in our  
own country and  
all over the  
World.

OOPS!



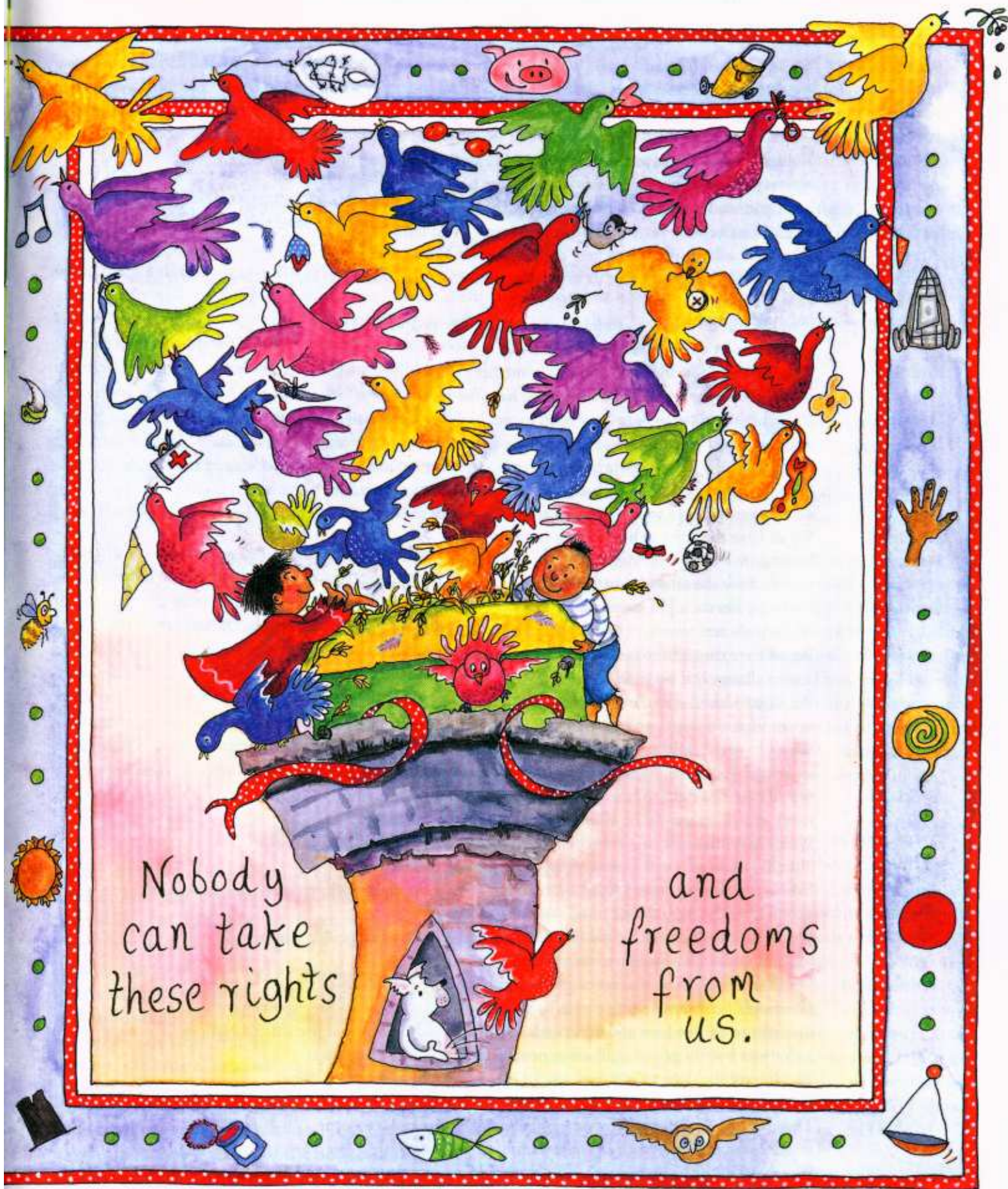












Nobody  
can take  
these rights

and  
freedoms  
from  
us.



# The Universal Declaration Of Human Rights

## Simplified Version By Amnesty International

- Article 1 We are all born free and equal. We all have our own thoughts and ideas. We should all be treated in the same way.
- Article 2 These rights belong to everybody, whatever our differences.
- Article 3 We all have the right to life, and to live in freedom and safety.
- Article 4 Nobody has any right to make us a slave. We cannot make anyone else our slave.
- Article 5 Nobody has any right to hurt us or to torture us.
- Article 6 Everyone has the right to be protected by the law.
- Article 7 The law is the same for everyone. It must treat us all fairly.
- Article 8 We can all ask for the law to help us when we are not treated fairly.
- Article 9 Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.
- Article 10 If we are put on trial, this should be in public. The people who try us should not let anyone tell them what to do.
- Article 11 Nobody should be blamed for doing something until it is proved. When people say we did a bad thing we have the right to show it is not true.
- Article 12 Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
- Article 13 We all have the right to go where we want in our own country and to travel abroad as we wish.
- Article 14 If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
- Article 15 We all have the right to belong to a country.
- Article 16 Every grown up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
- Article 17 Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
- Article 18 We all have the right to believe in whatever we like, to have a religion, and to change it if we wish.
- Article 19 We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
- Article 20 We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
- Article 21 We all have the right to take part in the government of our country. Every grown up should be allowed to choose their own leaders.
- Article 22 We all have the right to a home, enough money to live on and medical help if we are ill. Music, art, craft, and sport are for everyone to enjoy.
- Article 23 Every grown up has the right to a job, to a fair wage for their work, and to join a trade union.
- Article 24 We all have the right to rest from work and relax.
- Article 25 We all have the right to a good life. Mothers and children and people who are old, unemployed or disabled have the right to be cared for.
- Article 26 We all have a right to education and to finish primary school which should be free. We should be able to learn a career or make use of all our skills. Our parents have the right to choose how and what we learn. We should learn about the United Nations and about how to get on with other people and to respect their rights.
- Article 27 We all have the right to our own way of life, and to enjoy the good things that science and learning bring.
- Article 28 There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
- Article 29 We have a duty to other people, and we should protect their rights and freedoms.
- Article 30 Nobody can take these rights and freedoms from us.



## For Parents and Educators

This book can be read and enjoyed by children on their own. Younger children – from the age of 8 or 9 – are used to looking at picture books, so even if some of the concepts in the book are complex, they will enjoy and benefit from just leafing through it.

But it is for children from the age of 12 onwards that this book offers the maximum rewards. It is around this age that children get to hear of 'rights', either in their Civics or History class. Not only does this book bring these subjects alive in the classroom, it is also an excellent resource for Value Education. So an adult – whether an interested parent or a motivated educator – will find working with older children on this book an exciting way of socializing young people to very real issues. Children of this age, however, seldom look at picture books – so the exercise will also be in the nature of how to 'read' visuals. The art is varied and sophisticated, so it requires some guidance from an adult on how to observe, imagine and derive meaning from the combination of text and pictures.

The following is in the nature of brief notes to such an interested adult: the exercises can be modified for the classroom, or used simply in discussions at home. It could start impromptu discussions on a number of things that bother children, such as bullying, discrimination, classroom violence, or disturbing adult behaviour. Or it could provide clarity on things children may not directly experience, but which nevertheless bother them: untouchability, child labour, the fact that some families discriminate against girl children ...

### The Book

All the 30 rights outlined in the United Nations (UN) Declaration have been re-written here in a simple, accessible form. Each of them is accompanied by a picture, which tells its own story. This allows the imagination to observe and absorb details in a way that words struggle to express, so the combination of both makes this book very rich in possibility. The pictures not only draw from real life situations, they interpret it through the artist's imagination. These are as varied as the number of artists and styles.

In a classroom situation, it is ideal that every child has a copy, though 4-5 copies of the book will do, if that can be arranged. The class can be split into groups and

each group can have its own copy. Even a single copy can work. List the Articles that you wish to discuss for that day on the blackboard and then divide the class into two groups: one group can draw, and the other observe. The group that draws gets to read the list and draw their own pictures. The observing group meanwhile gets to look at those pages that contain the Articles listed on the board. Allow for an exchange of ideas and observations, and then the reverse the roles.

To lead a child through this book is not difficult: the adult needs to be aware of how to guide children through 'reading' pictures, and have a sense of the history of rights.

### Reading a Picture

'Reading' a picture requires two skills: you need to observe details carefully, and make connections between different things you see in a picture. Children do this intuitively sometimes, but guiding them through a detailed reading can be very productive.

Take the picture that illustrates Article 4 – 'No one has any right to make us a slave. We cannot make anyone else our slave.' The words tell us what to look for in this picture – slaves and slavery. So we begin by listing all the things in the picture that show slavery – chains, a fence, a whip, a rope and so on. Then we go on to identifying the slaves and masters – and write down all the things that mark a person as a slave or master. This list could include how a person looks, what they wear, and what accessories they are provided with in the picture.

The next step is to ask questions: what does each thing stand for? Are the people in the picture from a particular place and time? Or could they be from any time and anywhere? The discussions that follow from raising these and other questions need not be limited to what there is in the picture. A 'reading' of the picture can and ought to lead to discussions about what children know and experience themselves, as well as situations beyond their immediate experience. You can perhaps begin with a conversation about classroom bullying. Then you could connect this with slavery on the one hand, and to 'adult' bullies and feared figures of authority that they might know of, on the other.

Some pictures are easier to 'read' than others. At times the pictures may be simple, but the concepts they



illustrate quite complex or abstract, referring to realities which may be outside a child's own experience. It is at these points that adults can step in, and use the suggestions that follow to take up such instances in more detail.

### **The Idea of Rights**

First let's briefly consider the history of rights. As an idea, this is relatively new. For many centuries, it was accepted that people were innately superior or inferior, and the rich and powerful could do things which the powerless and the poor could not. Almost everyone agreed that women were inferior to men. In India, additionally, caste differences were considered natural – some people were 'high-born' and others 'low-born'. The former could access and enjoy wealth and learning, whereas the latter had to labour, often in terrible conditions, and remain content with their poverty.

But from around the eighteenth century, terms such as equality and freedom came to circulate widely – and across the world the powerless started agitating for their 'right' to equality and freedom. Only in the twentieth century did this right come to be universally accepted – and it took two world wars for it to happen.

In the wake of the unprecedented violence and genocide of the Second World War, several nations formed the United Nations in 1945. Immediately the UN set up a committee to draw up a document that would list a set of rights that all member nations would respect and honour. This document became the Universal Declaration of Human Rights and was released to the world's citizens in 1948. The Declaration is a unique document. It comprises things that we ought not to do, either as citizens or governments. Equally, it contains a list of things that we ought to work towards – to create a good, just and peaceful world. The Articles it contains are both simple and complex, and some are more easily accessible to children than others. Let's look at this in more detail.

### **Everyday Realities**

The text in Articles 1, 2, 3, 4 and 11, as well as the pictures that go with them are not difficult to understand or relate to. Article 11, for instance, is illustrated by a scene in which a child is caught by adults for something that she may or may not have done. This familiar incident is then used to explain an important right – no one ought to be accused of doing

wrong, without them being asked about it first. This can also lead to a good discussion on how we are apt to blame some people more than others – a person who looks rough, we conclude easily, is bound to be a bad person, whereas someone who dresses well cannot be but good.

### **Context**

Article 12 shows a cozy bedroom with a child sleeping in it. While this may mirror some children's realities, it is certainly not the case with the vast majority of children in India. Yet what needs to be pointed out here is the idea of home: that people everywhere, whether they live in a room such as this or in a makeshift shelter on the pavement, still have the right not to be disturbed in their homes. In the Indian context, where children routinely hear news of pavement dwellers being evicted or slums demolished, this Article assumes importance – it helps children understand that rich or poor, everyone has the right to the safety and protection of a proper home; and that whoever harms them, even if they are powerful people, are doing wrong.

### **Victims and Perpetrators**

Some pictures which look simple are nonetheless complex when you look closer. Take the picture illustrating Article 5, which states that no one has the right to hurt or torture us. The image is of a child's doll that has been hurt or damaged. On the one hand, this shows you what happens when someone is hurt. On the other hand, depicting a doll implies another presence – a child who owns the doll. So the message is equally to the person responsible for this damage: you have no right to torture others.

### **The Law**

Articles 6, 7, 8 and 10 contain ideas which can prove to be complex. They all relate to the concept of the Law. Children are aware of rules, but thinking about the Law requires a leap into abstraction. The Law, as opposed to specific laws, stands for something collective, a symbol of order and rules that citizens are expected to obey. It defines, too, what is 'right' and 'wrong' for all of us.

A good way of helping children understand the meaning of these Articles, is to get them to look through newspapers and watch television news. They



can concentrate on stories featuring people who break the law and what happens to them, as well as examples of cases filed in court. Based on these news stories, the following discussions can take place: who breaks the Law and why? Are all law breakers punished in the same way? Do some people get off lightly, while others are dealt with harshly? If so, how may one understand this? Who seeks the help of the Law and for what purpose? Are all those who seek to use the Law allowed to do so?

### **Refugees**

Children may also have difficulties with Articles 13, 14 and 15 which have to do with people having a right to a country of their own, or leaving a country they do not like. The pictures are very evocative and offer a good place to start a discussion about why people feel constrained in some places; or why they would want to leave their homes and countries. A short story, a poem, or even a news article on the subject of refugees would be an excellent introduction to the theme. You can relate the scenes in the book to the stories.

### **Religious Beliefs**

Some of the rights outlined in this book also provide us with a chance to talk about things that we usually don't – at least in the classroom. Article 18 is about our right to hold any opinion or religious belief of our choice. The picture shows children from different backgrounds and religions playing a game. A church, a temple, a mosque, a gurudwara and a synagogue are in the background. Do we know which religion each of the children belongs to? Does it matter? If so, when? While playing a game? Does it matter at school, while making friends?

It is important that you allow for a variety of views, making sure that you discuss each of these views in the context of the right as outlined in Article 18 – that each one has a right to their belief, and therefore there can be no right or wrong belief. This discussion could also include Article 19 – that we have a right to hold whatever ideas we wish, and to discuss them with others.

### **Entitlement**

A number of Articles describe what we are all entitled to: education, good health, property ... The list is long and it would be interesting to put them all up on the

board, see what has been left out and consider making additions. In this wish list, some things are easy enough for the child to comprehend – even if they refer to adult realities, such as marriage and separation (Article 16). But others need to be drawn out. For instance, Article 20 deals with friendship – it tells us that we have a right to make friends with whoever we want and to keep out of those groups that we don't wish to belong to. But there is more – about how a group of friends can defend their rights. This refers also to the 'right of assembly' and 'association' – our right to hold public meetings and form political parties.

Likewise, Article 23 speaks of a person's right to a job, and a fair wage. But it also refers to the right to form trade unions. Children may not know what a trade union is. You may wish to get someone from a trade union to talk to them about trade unions and why they are important.

Then there are things that children may not think of as a 'right' – the right to a good life, for instance (Article 25). This means that no one ought to be poor, for otherwise it is impossible to lead a good life and be healthy and happy. Children are seldom taught to see poverty as something that should be rid of – that the poor have a right to not be poor. What happens when the poor start agitating against poverty? Do we see them doing it? How do we help them realize this right?

### **Dignity**

In the final analysis, if there is one thought to keep in mind while discussing rights, it is the fact that the Articles are fundamental values which we need to defend for the common good. They may have to do with individuals, but we also need to defend them in the common interest. They are worth struggling and fighting for, because they grant us dignity, and tell us how we may relate to other people and learn to live with them.

V. Geetha & Gita Wolf

Tara Books



*We Are All Born Free* is illustrated by: John Burningham, Niki Daly, Korky Paul, Jane Ray, Marie-Louise Fitzpatrick, Jan Spivey Gilchrist, Ole Könnecke, Piet Grobler, Fernando Vilela, Polly Dunbar, Bob Graham, Alan Lee, Hong Sung Dam, Frané Lessac, Sybille Hein, Marie-Louise Gay, Jessica Souhami, Debi Gliori, Satoshi Kitamura, Gusti, Catherine and Laurence Anholt, Jackie Morris, Brita Granström, Gilles Rapaport, Nicholas Allan, Axel Scheffler, Chris Riddell, Marcia Williams

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We would like to thank Jayashree Nambiar for helping with the Educator's Notes.

First published in India in 2008 by Tara Books Pvt. Ltd., [www.tarabooks.com](http://www.tarabooks.com)

Published under licence from  
Frances Lincoln Children's Books  
4 Torriano Mews, Torriano Avenue, London NW5 2RZ  
[www.franceslincoln.com](http://www.franceslincoln.com)

Printed in Chennai, India

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ISBN: 978-81-906756-7-3



The Universal Declaration of Human Rights looks after all of us, no matter who we are and where we live. These rights were proclaimed by the United Nations on the 10<sup>th</sup> of December 1948, when the world said 'never again' to the horrors of the Second World War. Governments all over the world promised that they would tell people about these rights and try their best to uphold them.

Every child and grown-up in the world has these rights. We are born free and equal. Our rights are part of what makes us human and no one should take them away from us.

Amnesty International works to protect human rights all over the world.

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## Meet the Artists



**Article 16 – Sybille Hein** is the three-times winner of the Austrian Children's Book Prize. When she isn't drawing, she whizzes through the sandpits of Berlin with her little son, Mika.



**Article 17 – Marie-Louise Gay** has illustrated or written over thirty books for children. She also writes and designs puppet plays. She lives in Montreal, Canada.



**Article 18 – Jessica Souhami's** bold collage illustrations are influenced by her work as a shadow puppeteer. Her many children's books tell stories from around the world.



**Article 19 – Debi Gliori** was born and lives in Scotland. She began her career in 1984, and is now the author/illustrator of over sixty picture books, six novels, and she has five children.



**Article 20 – Satoshi Kitamura** was born in Tokyo, Japan. He is the illustrator of many award-winning books including the classic picture book *Angry Arthur*. He lives in London.



**Article 21 – Gusti** was born in Argentina and lives in Spain. An internationally-acclaimed artist, he is committed to the conservation of eagles in South America and condors in Argentina.



**Article 22 – Catherine and Laurence Anholt** have produced 100 bestselling children's books and have won numerous awards including the Nestlé Children's Book Prize on two occasions. They are the owners of *Chimp and Zee*, *Bookshop by the Sea* in Lyme Regis – the UK's first author-owned bookshop.



**Article 23 – Gilles Rapaport** lives in Paris, France. He is the illustrator of over 20 books for children. His work expresses his wish for children to realise the importance of being free in both mind and body.



**Article 24 – Jackie Morris** wanted to be an artist from the age of six. Now her books and paintings attract fans from all over the world. She lives in Pembrokeshire, Wales, in a small cottage by the sea.



**Article 25 – Brita Granström** grew up in Sweden but now lives and works mostly in Berwick-upon-Tweed, England with her husband, illustrator Mick Manning. She has won many awards for her picture books including the Nestlé Children's Book Prize Silver Medal and the Oppenheim Platinum Award.



**Article 26 – Nicholas Allan** wrote his first novel aged fourteen. His celebrated books – including *The Queen's Knickers* – have been translated into many languages, and his *Hilltop Hospital* is a BAFTA-award winning TV show.



**Article 27 – Axel Scheffler** was born in Hamburg, Germany, and now lives in the UK. He is an internationally-acclaimed artist who is best known for illustrating *The Gruffalo*, by Julia Donaldson.



**Article 28 – Chris Riddell** is a renowned illustrator and political cartoonist. His work is filled with fascinating detail and fantasy elements. His books include the Nestlé Prize Gold award-winning *Ottoline and the Yellow Cat*.



**Articles 29 & 30 – Marcia Williams** has loved books from a very early age, and still remembers the joy of being read to. Her distinctive comic-strip illustration style is much admired all over the world. She lives in London.



**Introductory pages – Peter Sis** is an internationally acclaimed illustrator, author and filmmaker. He was born in Brno, Czechoslovakia and attended the Academy of Applied Arts in Prague and the Royal College of Art in London. He lives in New York City where he creates children's books that are admired all over the world.



## What are Human Rights?

Children may have heard the phrase before, but probably never connected it to their own lives. This illustrated picture book brings the rich and complex theme of Human Rights alive in a deceptively simple way. The text—provided by Amnesty International—turns difficult concepts into comprehensible ideas. To make the book truly one of a kind, 30 internationally renowned illustrators have depicted each of the Articles of the Declaration of Human Rights as a pictorial story, turning abstract ideas into imaginative scenes that children can relate to.

This edition contains a special introduction for children, as well as comprehensive notes for parents and educators on how to use the book with young people at home or in the classroom. It can serve as a supplementary text in History and Civics courses, to bring alive ideas which otherwise tend to remain abstract. Everyone who goes through the book will come away with a truly transformative idea: that the question of Human Rights concerns each one of us.

*This brilliant book contains a simplified text for younger readers and stunning illustrations from some of the world's most renowned illustrators. With books about children's rights increasingly demanded by schools, this book is needed in every classroom, and its beautiful presentation will lead to it being desired by every household. - Sunday Times UK, Book of the Week*

